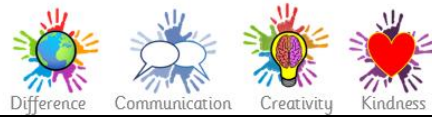




Y1 Music Overview (with reference to Westdale's Music Learning Progression)

TERM/LEARNING OBJECTIVES:	ACTIVITIES/SONGS:	ASSESSMENT:
<p>Autumn 1: HARVEST/AUTUMN/UP, UP AND AWAY/TIMBRE/DYNAMICS</p> <p>I KNOW:</p> <ul style="list-style-type: none"> · what is meant by timbre and dynamics · how to use vocal/body sounds, percussion and found objects to create different effects. · how to make gradual changes in dynamics. · how to recognise changes in timbre/dynamics. · how to choose sounds carefully to achieve an effect/to illustrate a story. · how to sing in ensemble with increasing control. · how to listen carefully to a range of sounds and music in various styles and respond in various ways. 	<p>Songs: Rehearse, perform, record and assess Harvest songs (eg Pick a Little Bean, Oats and Beans, year 1 only: 'In the Autumn'). The Runaway train, The transport song, It's gonna be hot, This Little Train, What is the Weather Today (experiment with timbre). Known songs from F2 (eg Tiny Caterpillar, Worm at Bottom of Garden, 5 Little Men, Ten Fat Sausages, Pattern Song)</p> <ul style="list-style-type: none"> · Ways to change dynamics: effort, number of players, distance. (Sing songs in ways that illustrate these ideas) · Violin demo: Timbre · Storm choir video (body sounds) – watch then recreate this as a class, following conductor. · Listening games – guess the sound with found objects and recordings on smartboard (eg train passing, thudding apple) · Play 'Guess which sound' – choose children to carefully select sounds to match a picture, then the others guess which picture they were trying to represent. · Story in sound: 'The Sun and Wind' (from 3 Rapping Rats) – choosing instruments and sounds to represent different wind/sun strength: Perform and record as a class. (If possible watch back and discuss). · Music and movement in PE sessions: mirroring, interpretive dance. 	<p>Criteria: Choosing appropriate sounds to illustrate a point in a story. Methods: Observation during 'Sun and Wind' activity. Evidence: Ipad recording, teacher's notes.</p>
<p>Autumn 2: CHRISTMAS PRODUCTION/SPACE/SINGING</p> <p>I KNOW:</p> <ul style="list-style-type: none"> · how to sing in ensemble with increasing control. · how to listen carefully to a range of sounds and music in various styles and responding in various ways. · how to follow non-verbal instructions from the leader (eg stop, play/sing louder/more quietly). · how to reflect on how my performance might be improved. 	<p>Christmas Nativity Production Songs (traditional carols), encouraging expression/variety of character through changing dynamics, and by using physical actions and facial expression to affect the tone of voice. Record rehearsal performances and review as a group. Listening/art activities: Space music (eg The Planets) – the children draw something to show what the music brings to mind and discuss it in the group, or the children circle/draw faces to show how the music made them feel.</p>	<p>Criteria: Performing songs with increased accuracy, commitment and expression. Methods: Observation, quizzes. Evidence: Ipad recording, teacher's notes.</p>
<p>Spring 1: DINOSAURS/DURATION/TEMPO/COMPOSING</p> <p>I KNOW:</p> <ul style="list-style-type: none"> · the difference between beat/pulse and rhythm. · how to control long/short sounds with instruments. · how sounds can be layered to create different expressive effects. · how to create and respond to some simple graphic rhythm notation. · how to sing various songs around the topic. · how to listen carefully to a range of sounds and music in various styles. · what is meant by tempo and controlling it with instruments. · how to recognise gradual changes in pulse and whether the music is getting faster or slower. · how to sing in two parts: Echo Songs/Chants 	<p>Known songs from list. Dinosaur songs: Stomp, stomp, chomp, Where oh where have the dinosaurs gone, 10 friendly dinosaurs, Dinosaur Rap Listening and responding: Jurassic Park music and movement, Dinosaurs movie, responding with drawing/writing ideas. Revising long/short: Internet sound effects quiz, class experiment to find longest and shortest sounds with stopwatch, Instrument guessing games, Some sounds are short (revise song from F2, then combine with Fade or Float activity 2 from Michael Finnigan, Tap your Chinnigan but use dots and dashes on slips instead of words) 'Breakfast' song from Michael Finnigan Tap your Chinnigan Beat/rhythm: Tapping to the beat of music, body percussion. Discuss the effect – does it make them want to move or sit still? Dinosaur rap: Half class tap the beat, half the rhythm. Controlling rhythm with instruments, notating and reading: Copycat rhythms. Come and play the drum (p. 37 from Rhythm and Raps) Rhythm grids using dinosaur rhythm pictorial notation (for crotchets, quavers, rests and if possible minims/semibreve) – performing together from the board on claves. Creating own dinosaur rhythm using blank grids. Choose some for all to perform at museum. · Mountain Song: notate long/short sounds on the board. TEMPO: · Revise This Little Train (Michael Finnigan no.11) and Runaway Train. · Revise fast and slow pulse: The Tortoise/The Can-can. Discuss expressive effect of different tempi. · Toombah , Boom Chicka Boom (tempo changes) · Pieces of music that get faster/slower: eg Hall of the Mountain King(tap along with claves), Sailors Hornpipe, Hungarian Dance ending of various slow pieces, eg The Swan – get the children to vote on whether a piece got faster/slower.</p>	<p>Criteria: Responding to some simple graphic rhythmic notation on claves. Creating own 8-beat dinosaur rhythms and notating. Methods: Observation, composition activity Evidence: Ipad recordings, written composition sheet, teacher's notes.</p>
<p>Spring 2: MORE DINOSAURS /TEXTURE/PITCH/COMPOSING</p> <p>I KNOW:</p> <ul style="list-style-type: none"> · how sounds can be layered to create different expressive effects. · what is meant by pitch and how to control the pitch of the voice. · how to recognise repeated notes and sequences that step up/down. · how to play a short, simple melody/phrase on glockenspiel accurately, with repeated notes and steps up/down, with a narrow range of notes(up to a 5th). · how to compose a short, simple melody/phrase on glockenspiel. · how to respond to some simple graphic pitch notation. · how to reflect on how my performance might be improved. · how to listen carefully to a range of sounds and music and responding in various ways. 	<ul style="list-style-type: none"> · Continue rehearsing dinosaur songs in preparation for performance at dinosaur museum. TEXTURE: · Incredibox online activity: layering sounds · Ostinato: Get some children to create an ostinato rhythm to 'Stomp, stomp, chomp'. · Layering dinosaur rhythms (using 'stomp stomp chomp' as starting point, creating own ostinato backing for Dinosaur Song, see p. 30 High Low Dolly Pepper) PITCH: · Revise high/low games from F2 (eg escaped voice, rollercoaster, show with bodies. · Pitch games – escaped voice, rollercoaster. · Singing up and down the staircase then playing on glockenspiels. · Mummy/Daddy/Baby dinosaurs on smartboard – high/low/middle sounds on hidden glockenspiel – children listen and give body action for the character they hear. Then · Glockenspiels: copycat games, story in sound: dinosaur's day out, steps, repeated notes, slides (all play together or each child takes one picture from story and represents it in sound) · Compose a melody to fit a short dinosaur word rhythm – up and down. Notate using letter names on sheet. Choose some to perform at museum. · Video the children singing/playing and review as a group. 	<p>Criteria: Controlling repeated notes/steps and skips on glockenspiels in response to simple graphic notation (stomp, stomp, chomp) Compose short, simple melody/phrase on glockenspiel within given parameters. Methods: Observation, quizzes Evidence: Ipad recording, composition sheets, teachers' notes</p>
<p>Summer 1: ENCHANTED WOODLAND/COMPOSITION/GRAPHIC NOTATION.</p> <p>I KNOW:</p> <ul style="list-style-type: none"> · how to select and sequence sounds to illustrate a story or series of events, with some help. · how a soundscape can be created by layering different sounds. · how to follow non-verbal instructions from the leader. · that music has a structure eg beginning, middle and end, contrast and repetition, verse and chorus. · how to create compositions and notate my ideas graphically with increasing confidence. 	<p>Songs to tie in with Woodland topic eg The Poor King, Animals Live in the Forest (Singing Sherlock bk3), The Tree in the Wood, The King is in the Castle. Chants for Woodland Walk.</p> <p>CREATING OWN SOUNDSCAPES/SOUND STORIES.</p> <ul style="list-style-type: none"> · As a group, create a sound story (perhaps for a fairy tale not included in the performance) and notate it, as an introduction to the composition task. Revise pitch, dynamics, timbre, duration, texture, tempo, ostinato and get the children to think about what would best represent/match the characters/events/objects. · More opportunities for exploration/experimentation with the instruments. · Small groups to create and notate sounds for Enchanted Woodland performance. · Briefly listen to and discuss examples of classical/film music for some fairy tales to give further inspiration. · Rehearse and perform to parents. 	<p>Criteria: Creating, notating and performing group soundscapes/stories in sound. Methods: Observation. Evidence: Ipad recording, composition sheets, teacher's notes</p>
<p>Summer 2: CONSOLIDATION, MORE CONFIDENCE IN SINGING, QUIZZES.</p> <ul style="list-style-type: none"> · how to sing with increasing confidence in small groups/alone, as well as in ensemble. 	<ul style="list-style-type: none"> · Animal songs (revisit 5 Little Monkeys etc from F2), also new songs eg I once saw an elephant, Animals live in the forest, I went to the animal fair (OSTINATO). · Listening quizzes (simple pictures and tickboxes) around live/recorded animal music (eg did it get faster or slower, louder/quieter etc) 	<p>Criteria: Singing confidently alone(or as part of a small group) as well as in ensemble.</p>



Difference

Communication

Creativity

Kindness

<ul style="list-style-type: none"> · how to sing songs in 2 parts: songs with ostinato accompaniment. · how to recognise and describing contrasting sections in short pieces of music, with reference to some of the dimensions of music. · some key vocabulary relating to the dimensions of music. · how to listen to a range of music and respond in various ways.	<ul style="list-style-type: none">· Music and movement with live/recorded animal music.· Smartboard pitch quizzes.	<p>(If time:) Listening to music with understanding of dimensions of music. Methods: Observation, quizzes Evidence: Ipad recording, quiz papers, teachers' notes</p>
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